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ABSTRACT

Project "A Warm Welcome," in the last of a 3-year funding cycle, provided instruction in English as a Second Language (ESL) and Spanish language skills, as well as bilingual instruction in mathematics, science and social studies, to 250 Hispanic students at Bushwick High School, Brooklyn, New York. The principal goals of the program were to expedite the acquisition of those English language skills necessary for full mainstreaming by the senior year of high school, and to provide career awareness training. Title VII funds provided for administrative and support services staff, while instructional services and paraprofessional assistance were funded from other sources. The project developed an integrated core curriculum for ESL, science, social studies, mathematics, and career awareness. Student supportive services consisted of college and career preparation, individual counseling, and referrals to outside agencies. Staff development and parent participation activities were also supported by Project Adelante. Student evaluation data indicate that, with the exception of mathematics performance, participants achieved significant gains in English language skills, in Spanish reading, and in content areas and business/vocational courses. The attendance rate for program students was also significantly higher than that of the general school population. (GC)

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BUSHWICK HIGH SCHOOL

"A WARM WELCOME"

1982-1983

OEE Evaluation Report

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UD023639

O.E.E. Evaluation Report

February, 1984

Grant Number: G00-800-6170

BUSHWICK HIGH SCHOOL

"A WARM WELCOME"

1982-1983

Principal:
Louis Santiago

Program Coordinator:
Rosa Romano

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A SUMMARY OF THE EVALUATION
FOR PROJECT "A WARM WELCOME"
BUSHWICK HIGH SCHOOL
1982-1983

Project "A Warm Welcome," in the final year of a three-year funding cycle, provided instruction in E.S.L. and Spanish language skills, as well as bilingual instruction in mathematics, science, and social studies to approximately 250 Hispanic students of limited English proficiency. Three quarters of the project students were born in Puerto Rico and the Dominican Republic. Students varied in their English language proficiency, ability in the native language, and overall academic preparedness.

The principal goals of the program were to expedite the acquisition of those English language skills necessary for full mainstreaming by the senior year of high school and to provide career awareness training. The program's transitional approach was based on the philosophy that students who receive content-area instruction in the native language while taking E.S.L. courses would be prepared for higher education or entry into the job market.

Title VII funds supported administrative and support services staff. Instructional services and paraprofessional assistance were funded from other sources. The project developed an integrated core curriculum for E.S.L., science, social studies, mathematics, and career awareness. Supportive services to program students consisted of college and career preparation, individual counseling, and referrals to outside agencies. Development activities for staff members included monthly department meetings, on-site workshops, attendance at outside conferences and university courses. Parents of program students were involved in school-wide and program cultural events and in the ad hoc Parent Advisory Committee.

Students were assessed in English language development (Criterion Referenced English Syntax Test), in Spanish language mastery (Prueba de Lectura), and in the content areas of mathematics, science, and social studies (teacher-made tests). Career awareness was assessed through a project-made questionnaire, but there is a question about the reliability of that instrument. Student attendance was obtained from school and program records. Quantitative analysis of student achievement and attendance indicates that:

--Program students mastered 2.07 CREST objectives for each month of E.S.L. instruction in the fall and 1.25 objectives per month in the spring, thereby meeting the proposed criterion level.

--In Spanish reading, program students at each test level scored significantly higher on the post-test, well beyond the targeted 0.05 level of significance.

--In content-area subjects, program students achieved overall passing rates of over 70 percent in science, social studies, and business/vocational courses in the fall and in social studies and business/vocational courses in the spring. Performance in mathematics courses was lower with passing rates of 50.4 percent in the fall and 56.9 percent in the spring.

--Program students improved significantly from pre- to post-test on a teacher-made questionnaire of career awareness.

--Attendance for program students was significantly greater than the attendance rate of students in the school as a whole.

The following recommendations are aimed at improving the overall effectiveness of future programs serving similar populations:

--Incorporating specific career-oriented skills, such as computer science into the core curriculum;

--Revising the program-developed questionnaire used in the career awareness component to produce a reliable instrument for assessing student growth in this area;

--Conducting a formal needs assessment for staff at the beginning of the program to determine staff development priorities;

--Providing additional services to promote and facilitate parental involvement in program activities.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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BUSHWICK HIGH SCHOOL

BILINGUAL/BICULTURAL PROGRAM

"A WARM WELCOME"

Location:	400 Irving Avenue Brooklyn, New York
Target Language:	Spanish
Year of Operation:	1982-83, third of a three-year cycle
Participants:	Approximately 250 students
Principal:	Louis Santi.co
Program Coordinator:	Rosa Romano

I. CONTEXT

Bushwick High School is a zoned school located at the northern edge of the Bedford Stuyvesant section of Brooklyn. It draws its students from the Bushwick area as well as from parts of Williamsburg, Bedford-Stuyvesant, and East New York. A nearby subway station (Myrtle Avenue/ Wyckoff Avenue) provides easy access to the school for most of the students.

The neighborhood is an economically depressed area facing ongoing problems of crime, substance abuse, arson, building abandonment, poor health, and unemployment. There are limited job opportunities due to minimal industrial and business activity. Existing housing is run down and often overcrowded. New housing construction, which was started during the first year of the program, was halted, triggering another round of resident exodus. This resulted in an overall decline in enrollment at Bushwick High School, diminished resources for the school,

and a partial replacement of the population at the low end of the socio-economic scale that needed more services.

The school has a 33 percent turnover rate. Many recent arrivals from Central America, the Caribbean Islands, and South America see their settling here as a temporary stay until they can move to a "better neighborhood." The majority population in the school's attendance area is Hispanic with black Americans constituting the only other major group. In this ethnic enclave, a person can function almost totally in the native language in everyday life. The project students tend to reflect this language pattern in their consistent use of Spanish with peers and family, particularly in informal settings.

Bushwick High School is an older, institutional type building that blends into the neighborhood context it serves. The school atmosphere is pleasant and welcoming. Several members of the faculty are former Bushwick graduates who share a sense of loyalty and pride for the school. The original bilingual program coordinator was himself a resident of the the area and very actively involved in its community life.

During the last ten years, the school resources have been geared to serving students of limited English proficiency (LEP). The school population was 64 percent Hispanic at the beginning of the bilingual program and that proportion has increased. The initial services for the LEP population consisted of special classes to develop English language skills. When the school received its first bilingual education grant, it began to develop a comprehensive bilingual high school program

based on the guidelines established by the New York State Education Department. With Project "A Warm Welcome" the school moved towards the incorporation of a strong career awareness component into the school's bilingual program.

II. STUDENT CHARACTERISTICS

LANGUAGE AND ETHNICITY

The trend in the ethnic composition at Bushwick High School is towards a decrease in the non-Hispanic population (34 percent in the first program year 30 percent in the second year, and 29 percent in the third year). Table 1 presents the ethnic/racial composition of Bushwick High School in October, 1982.

TABLE 1

Ethnic/Racial Composition of Bushwick High School[a]

Ethnicity/Race	Number of Students	Percent of School
Hispanic	1,504	70.6
Black	584	27.4
White	27	1.3
Asian	13	0.6
American Indian	2	0.1
TOTAL	2,130	100.0

[a]Source. Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

Eligibility for program participation was based on performance scores on the English version of the Language Assessment Battery (LAB) below the twenty-first percentile combined with a higher score on the Spanish version of the same test. In addition students were tested on

the Criterion Referenced English Syntax Test (CREST). Other data were gathered from interviews and student profile sheets.

Table 2 shows the country of birth of program students, for whom information was reported, for the three program years. The largest representation, over 40 percent, was from Puerto Rico.

TABLE 2

Number of Program Students by Country of Birth

Country of Birth	Number of Students Program Year			Percentage of Program Program Year		
	1	2	3	1	2	3
Puerto Rico	115	97	79	45.3	51.3	42.0
Dominican Republic	80	54	58	31.5	28.6	30.9
Ecuador	23	12	8	9.1	6.3	4.3
Honduras	7	5	-	2.8	2.6	-
Colombia	6	2	1	2.4	1.1	.5
El Salvador	5	6	9	2.0	3.2	4.8
Guatemala	5	4	3	2.0	2.1	1.6
Nicaragua	5	3	4	2.0	1.6	2.1
Costa Rica	2	-	1	.8	-	.5
Bolivia	1	1	-	.4	.5	-
Panama	1	3	6	.4	1.6	3.2
Spain	-	1	-	-	.5	-
Haiti	-	-	8	-	-	4.3
United States	4	1	11	1.6	.5	5.8
TOTAL	254	189	188	100.0	100.0	100.0

AGE, SEX, AND GRADE

Project students often faced academic problems resulting from a variety of life situations such as interrupted schooling, mobility between countries or neighborhoods, and need to find employment. These circumstances resulted in having students in a given grade one or more years older than the norm. Project students who were uncomfortable or self-conscious about being in classes with younger students were referred to high school equivalency and basic skills programs in the community. These programs have been highly successful in graduating overage students. Once referred, the project's guidance counselor maintained contact with the agencies concerning the progress of the students sent to them.

Table 3 shows the number of "A Warm Welcome" students by age and grade for the three program years. It also shows the number and percentage of students overage for their grade.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9 Program Year 1	2	3	Grade 10 Program Year 1	2	3	Grade 11 Program Year 1	2	3	Grade 12 Program Year 1	2	3	Total Number Program Year 1	2	3
12	-	-	-	-	-	-	-	1				-	-	1	-
13	-	2	-	-	-	-	-	-				-	-	2	-
14	2	18	5	-	2	-	-	-				-	2	20	5
15	24	32	23	1	15	6	-	-				-	15	47	28
16	43	39	21	16	31	22	2	16	6			-	61	86	49
17	29	15	10	19	16	11	17	20	26			-	65	51	47
18	23	5	10	22	9	9	21	20	17			1	66	34	37
19	7	1	2	8	5	3	15	7	8			6	30	13	19
20	1	-	-	5	1	2	3	1	2			2	9	2	6
21	1	-	-	-	-	-	-	-	-			1	2	-	1
22	-	-	-	1	-	-	1	-	-			-	2	-	-
Total	120	112	71	72	79	52	60	65	59			10	252	256	192
Overage Students: Number	104	60	43	55	31	25	41	28	27			9	200	119	104
Percent	87	54	61	76	39	48	68	43	46			90	79	46	54

Note. Shaded boxes indicate the expected age range for each grade.

"A Warm Welcome" students were evenly distributed between males and females. Table 4 shows the number and percentages of students by sex and grade for the three program years.

TABLE 4

Number and Percent of Program Students by Sex and Grade

	Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
YEAR 1	9	65	54	55	46	120	48
	10	38	53	34	47	72	28
	11	7	45	33	55	60	24
	TOTAL	130	52	122	48	252	100
YEAR 2	9	57	50	56	50	113	44
	10	41	51	39	49	80	31
	11	31	47	35	53	66	25
	TOTAL	129	50	130	50	259	100
YEAR 3	9	35	49	36	51	71	37
	10	20	38	32	62	52	27
	11	23	39	36	61	59	31
	12	5	50	5	50	10	5
	TOTAL	83	43	109	57	192	100

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Totals
<1 Academic Year	9	3	7	0	19
1 Academic Year	52	20	17	0	89
2 Academic Years	9	23	20	7	59
3 Academic Years	0	4	15	1	20
4 Academic Years[b]	1	1	0	2	4
Total	71	51	59	10	191

[a] Rounded to the nearest year.

[b] Reflects participation in previous bilingual program.

- Of the students for whom information was provided, 57 percent had been in the bilingual program for one year or less.
- Twenty students had participated in the program for three years.

III. PR GRAM DESCRIPTION

GOALS AND OBJECTIVES

Project "A Warm Welcome" espoused the transitional philosophy of bilingual education whereby students receive content-area instruction in the native language while studying English as a second language so that they can continue with higher education or enter the occupational structure with equal access and benefits.

As implemented, the program had the following goals:

Instructional Objectives

--To improve the ability of participants to read, write, and speak in English;

--To increase the Spanish language proficiency of participants;

--To enable participants to function in content-area classes on a level comparable to mainstream classes.

Non-Instructional Objectives

--To increase career awareness in participants;

--To increase the attendance rate of participants to a level higher than the regular school's rate;

--To lower the drop-out rate among participants to a level lower than that of the regular school.

--To develop innovative curriculum materials using a coordinated approach to skills acquisition in reading and writing, math, and career awareness;

--To develop materials for content-area courses with a balanced use of English and Spanish;

--To incorporate career guidance into the E.S.L. and content-area materials.

The achievement of these objectives was to be seen in the number of project students who would pass the Regents competency tests by June 1983 (at least one-third), in the attendance and drop-out rates for project students as compared to those of the regular school, and in the completion of the core curriculum for E.S.L., math, science, and social studies. A detailed listing of the program's instructional objectives is included in the Appendices.

ORGANIZATION AND STAFFING

"A Warm Welcome" was placed under the supervision of the assistant principal for foreign languages. The project coordinator was responsible for all program administrative activities. In addition to the coordinator, the Title VII program staff included a bilingual curriculum coordinator, a bilingual guidance counselor, and a bilingual secretary.

An important function of the project coordinator was to set up bilingual education classes according to need. Requests were made to the appropriate assistant principals of subject areas. These assistant principals assigned teachers for the designated bilingual classes, and were responsible for supervising them.

The school administration showed a great deal of interest and support for the bilingual program. The assistant principals supervised the bilingual teachers within their own departments and worked closely with the project coordinator. Bilingual materials were kept within the appropriate subject departments. Bilingual guidance, too, took place within the school guidance department. The program was seen by the

administration as a strong asset to the school. The evaluation reports were discussed at school staff meetings.

In its three years of operation, the project has been coordinated by three staff members, two of whom occupied the position in the last project year. Although the administrative level of the project continued to run smoothly, the changes affected the science program. Due to a shortage of licensed bilingual science teachers, the project assigned a non-bilingual science teacher to the class and used bilingual students to translate and assist. In the second semester the project assigned a Spanish-speaking teacher licensed in English and trained in physical education science. This arrangement worked much better for the students. Other changes were minimal and without consequence.

Tables 6 and 7 provide data concerning the educational and experiential backgrounds of the project support staff and of the instructional staff directly serving project participants.

TABLE 6

Project Staff Characteristics

Position	Education	Certification	Years of Experience Total	E.S.L.	Bilingual
Program Coordinator (Fall)	B.A. English M.A. English	N.Y.C. English	23	16	4
Program Coordinator (Spring)	B.S. French M.A. French M.S. Counseling Ph.D. Counseling	N.Y.C. N.Y.S. French	16	6	16
Bilingual Curriculum Coordinator (Spring)	B.A. Social Studies	N.Y.C. N.Y.S. Bil. Social Studies E.S.L.	6	3 1/2	6
Bilingual Guidance Counselor	B.A. French, Russian M.A. French, Guidance	N.Y.C. N.Y.S. Bil. Guidance French E.S.L.	16	4	4
Bilingual Secretary	A.A. Secretarial Science	N.Y.C. Bilingual Secretary	3 1/2		3 1/2

TABLE 7

Instructional Staff Characteristics

Assignment	Education	Certification	Years of Experience
E.S.L.	M.S.	E.S.L.	6
E.S.L.	M.A.	E.S.L.	17
E.S.L.	M.A.	E.S.L.	8
E.S.L.	B.A.	English	5
E.S.L.	M.A.	E.S.L.	1
Bilingual Math	B.S.	Social Studies	29
Bilingual Math	M.Ed.	Bilingual Math	8
Social Studies	M.A.	Social Studies	8
Social Studies	B.A.	Spanish	2
Spanish	M.A.	Biology	7
Spanish	B.A.	English	9
Spanish Language Arts	M.A.	Spanish	15
Educational Assistant	B.A.	--	5
Educational Assistant	--	--	2

FUNDING

"A Warm Welcome" was supported by a variety of funds. Table 8 lists the program personnel, all non-instructional, funded by Title VII. Table 9 lists the instructional personnel funded by several other sources.

TABLE 8

Non-Instructional Personnel: Funding Sources

Non-Instructional Component	Funding Source	Personnel Title	Personnel Number
Administration and Supervision	Title VII	Project Coordinator	1.0
Curriculum Development	Title VII	Curriculum Coordinator	0.6
Supportive Services, Parental and Community Involvement	Title VII	Guidance Counselor	1.0
Other	Title VII	Secretary	1.0

TABLE 9

Instructional Personnel: Funding Sources

Instructional Component	Funding Sources	Number of Personnel Teachers	Paraprofessionals
E.S.L.	Chapter I/P.S.E.N.	3.0	2.2
Reading (English)	Tax-Levy	2.2	
Native Language (Spanish)	Chapter I/P.S.E.N. Tax-Levy	1.0 0.6	0.6
Mathematics	Chapter I/P.S.E.N. Tax-Levy	1.2 0.8	
Social Studies	Tax-Levy	2.0	
Science	Chapter I/PSEN Tax-Levy	0.6 0.4	
Other	Tax-Levy	2.0	

IV. INSTRUCTIONAL COMPONENT

INSTRUCTIONAL OBJECTIVES

The program aimed at increasing the students' level of English language skills. This was done primarily through English as a second language classes. The acquisition of reading skills was measured through the CREST, while the acquisition of writing skills was measured through weekly samples of writing matched to a teacher-made checklist of objectives.

A second objective was to increase the level of Spanish proficiency for participants. This was done primarily through classroom instruction in native language studies and Spanish for native speakers. The level of proficiency was measured using the Interamerican Series, La Prueba de Lectura.

The third objective was to enable students to maintain performance levels in content areas comparable to mainstream students. This was done through bilingual instruction in content areas. Results were assessed by the number of students receiving passing grades in content-area classes.

STUDENT PLACEMENT

The project population was heterogeneous in its levels of academic competence necessitating individualized programming and instruction. The range of literacy in both English and Spanish extended from illiterate to beyond grade level. Many students had not received any formal schooling in their native country while others received schooling comparable to what they would have received in the United States.

Students were selected for the program based on their performance on the LAB test. Once in the program, students were tested for levels of English and Spanish proficiency and placed in language classes according to that level. They were programmed for content-area classes according to the requirements of their individual programs. The guidance counselor worked with individual students on programming.

E.S.L. INSTRUCTION

Given the project's priority of preparing students for entrance into the mainstream curriculum, E.S.L. instruction was a vital component. "A Warm Welcome" was sensitive to the linguistic and cultural characteristics of its students and fostered a sense of acceptance and diversity. This, in turn, translated into an openness on the part of students to acquire English skills without the feeling of surrendering their own language/culture in the process.

The E.S.L. sequence consisted of six levels covering elementary, intermediate, advanced, and transitional classes plus a special class in preparation for the Regents language competency test (L.R.C.T.). All classes adhered to an English-only policy in the classroom. The teachers had special training in E.S.L. techniques and were certified in the field. The several classes observed confirmed the teachers' competence in the area. A paraprofessional was assigned to work with individual students within the E.S.L. class.

The E.S.L. program at Bushwick emphasized integration of language and content throughout the curriculum rather than a dichotomized approach whereby language development is considered separate from the content

area presented through it. This integrative approach, used in the curriculum developed by the project, facilitated consistency and reinforcement and diminished fragmentation.

Table 10 shows the courses offered in the E.S.L. program in the third year. Except for the R.C.T. class, which was added in the third year, the program is typical of the first two years as well.

NATIVE LANGUAGE STUDIES

Students continued to develop linguistic skills in their own language that could later be transferred to the second language. The native language program also served to fulfill the New York State foreign language requirement.

The project conducted a native language studies program consisting of eight levels from elementary to advanced. The first four levels were exclusively for project students. In general, students from Central America and the Dominican Republic were at a low literacy level; students from Puerto Rico were at an intermediate level; and students from South America were advanced. Levels 5 to 8 were open to all students who qualified. All classes met five periods a week.

Table 11 shows the courses offered in the native language studies program.

TABLE 10

Instruction in English as a Second Language (1982-83)

Course Title & Level	Semester	Number of Classes	Average Class Register	Classes Per Week	Description	Curriculum or Materials in Use
E.S.L. 1	Fall Spring	2	27 16	10	Elementary E.S.L.	Access to English I Real Stories I
E.S.L. 2	Fall Spring	2	22 15	10	Elementary E.S.L.	Access to English II Real Stories II
E.S.L. 3	Fall Spring	2 3	23 21	5	Intermediate E.S.L.	Graded Exercises in English; Thirty Passages
E.S.L. 4	Fall Spring	2	13 13	5	Intermediate E.S.L.	Composition Practice
E.S.L. 5	Spring	1	7	5	Advanced E.S.L.	Writing Power
E.S.L. 5/6	Fall	1	10	5	Advanced E.S.L.	Writing Power
L.R.C.T.	Spring	1	13	5	Preparation for Regency Competency tests	Reading Improvement, Writing/Reading Achievement, Composition Practice
English T1/2	Fall	3	32	5	Elementary E.S.L.	English Step by Step; Profiles
English T1	Spring	1	28	5	Elementary E.S.L.	English Step by Step with Pictures
English T2	Spring	2	25	5	Elementary E.S.L.	Profiles
English T3/4	Fall	2	36	5	Intermediate E.S.L.	Access to English III Turning Point
English T3	Spring	1	35	5	Intermediate E.S.L.	Access to English III
English T4	Spring	1	22	5	Intermediate E.S.L.	Turning Point: Reading, Writing Improvement

Note: Fall classes were attended by program students exclusively. In the spring semester, non-Hispanic LEP students also participated in E.S.L. instruction.

TABLE 11

Instruction in Native Language Studies (1982-83)

Course Title & Level	Semester	Number of Classes	Average Classes Register	Description	Curriculum or Materials in Use
Native Spanish 1	Fall	1	25	Elementary E.S.L. Nat. Language Arts	Espanol 5
Native Spanish 2	Fall Spring	1 1	27 26	Elementary Spanish Nat. Language Arts	Espanol 5
Native Spanish 3	Fall Spring	1 1	38 20	Intermediate Sp. Nat. Language Arts	Espanol 7: Lengua y Literatura
Native Spanish 4	Fall Spring	2 2	18 21	Intermediate Sp. Nat. Language Arts	Conozca Su Idioma
Native Spanish 5	Fall Spring	1 2	42 20	Spanish Regents Level III	El Espanol es Nuestra Lengua
Native Spanish 6	Fall Spring	2 1	29 26	Spanish Regents Level III - adv.	Espanol Para el Bilingue; Leyendas Latinoamericanas; Spanish 3yr Review
Native Spanish 7/8	Fall Spring	1 1	38 33	Advanced Spanish	Del Solar Hispanico; Leyendas Puertorriquenas

INSTRUCTION THROUGH THE NATIVE LANGUAGE

Courses in mathematics, science, and social studies were offered in Spanish in grades 9 to 11; however, none was taught entirely in the native language. Generally, ninth-grade courses used more Spanish; the percentage of English used increased as students moved up in grade. Observations of content-area classes indicated that teachers used several methods for a bilingual approach: back-to-back translation of concepts, main discussion in Spanish with key terms translated into and defined in English, etc. Every attempt was made to stick to the proper percentage mixture of languages. Students tended to use Spanish in class discussion while information was recorded in English. Others read in English but discussed the materials in Spanish.

Table 12 shows the courses offered in the program and the languages of instruction for each course. The courses were designed especially for project students. However, students in the regular school program who did not feel fully competent to handle a class in English, and felt they could better prepare for the Regents by taking the bilingually-taught class were allowed to register.

All classes met five periods a week and were taught without any paraprofessional assistance. The materials used corresponded to the mainstream curriculum and were appropriate for the students' reading levels.

MAINSTREAMING

The program aimed at mainstreaming all its students by the end of the eleventh grade. Mainstreaming before the completion of the eleventh grade was encouraged by the program and recommended when courses were successfully completed at grade level and the student had mastered E.S.L. Level 6.

A checkpoint existed at the end of the tenth grade when partial mainstreaming began. Students who achieved proficiency in English were identified through the results of the annual LAB and CREST tests, from course grades, and from teachers' observations. Parents, too, were involved in the decision to mainstream. A few parents requested mainstreaming before the students were ready and a few others preferred that their children continue taking content-area courses in Spanish past the time they needed to. But, for the most part, parents concurred with the program's recommendations.

TABLE 12

Bilingual Instruction in Content Areas (1982-83)

Course Title and Level	Semester	Number of Classes	Average Register	Percent of Spanish Used	Criteria for Selection of Students	Percent of Material in Spanish
Fundamental Math A	Fall Spring	1 2	36 25	90 70	Placement Test	60
Fundamental Math B	Fall Spring	1 1	30 27	70	Placement Test	60
Fundamental Math 1	Fall	1	31	70	Placement test; examination of records; interview; teacher recommendation	60
Fundamental Math 2	Spring	2	22	70		60
Ninth Year Math 1	Fall Spring	1 1	35 16	65 50		50 40
Ninth Year Math 2	Fall Spring	1 1	19 18	50		50 40
Math Lab	Fall Spring	2 1	13 21	65	Placement test	60
General Science 1	Fall	3	23	80	Examination of records	50
General Science 2	Spring	2	23	65	"	50
Fundamental Biology 1	Fall	2	29	50	"	25
Fundamental Biology 2	Spring	2	33	50	"	25
Global History 1	Fall	2	31	65	"	60
Global History 2	Spring	1	37	65	"	50
Global History 3	Fall	2	32	65	"	60
American History 1	Spring	2	33	50	"	60
American History 2	Spring	1	18	30	"	50
American Government	Fall	2	34	65	"	60
Economics	Spring	2	32	60	"	60
Typing 1	Fall Spring	1 2	35 28	50	Diploma requirement; student requirement	50

The mainstreaming process included helping each student with placement. Some students were placed in the Cooperative Education Program and in the College Bound Program. Both of these provided special assistance in the pursuit of future careers. Some were selected for the BRAVO Program which accessed highly technical and academic training not available at Bushwick High School.

Mainstreamed students functioned successfully in the school's regular program. Many of them continued to identify with the program and returned for supportive services on an informal basis. They became resources and support for students still within the program.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS DEVELOPMENT

Objectives

"A Warm Welcome" aimed to develop innovative curriculum materials using a coordinated approach to the acquisition of skills in reading, writing, and mathematics as well as career awareness. One of the characteristics of these materials would be a proper balance between Spanish and English for bilingual instruction in content areas; a second characteristic would be the incorporation of career guidance into the regular classroom instruction.

Content-Area Materials

The teachers in the bilingual content-area program developed materials on a continuing basis adhering to the percentage ratio between English and Spanish prescribed by the project for each subject area. At minimum, the materials took the form of a rexographed sheet reinforcing concepts through Spanish that appeared in English textbooks. Materials were kept in the offices of the respective subject-area departments.

Career Awareness Materials

During the last two years of the program, "A Warm Welcome" developed and administered a career awareness testing instrument. The object was to assess students' career awareness throughout their high school experience. In previous years, the instrument had not shown significant differences between pre- and post-test scores. The project

staff questions the reliability of the test and realizes that the instrument needs to be further revised and tested. These materials are kept in the guidance office.

Integrated Core Curriculum Around Career Lessons

The project completed work on its career integrated curriculum in the summer of 1982. The material is meant to inform students and offer direction on options available to them based on their academic and linguistic skills. The materials were used throughout the 1982-83 school year and were observed in use in English classes.

One intermediate level English class used a selection on airports which was part of a larger unit on transportation careers. The dialogue section was used for oral language practice. The selection also developed vocabulary, provided a reading comprehension exercise, and emphasized specific points of grammar. A section of the unit dealt with "bridging the two languages," for example, clarifying the non-cognate meanings of parientes in Spanish and parents in English. The discussion centered around careers.

The material suggested the development of ideas for content-area classes. For example:

--Currency exchange and arithmetic problem solving using a traveling context for mathematics classes;

--History of airplanes and the air traffic controllers' strike for social studies courses;

--What makes planes fly and the weather conditions affecting flying for science courses.

The writing objective for this intermediate class was to write a paragraph based on a topic sentence. The same material developed for the advanced English class substituted a full composition for its writing objective.

STAFF DEVELOPMENT

Most of the bilingual staff for "A Warm Welcome" were highly experienced in bilingual education. Its professional development continued with special focus on the school's bilingual program.

One aspect of staff development took place in the school itself. All project teachers had a pre-service orientation session to become familiar with the goals and implementation of the program. They participated in four different workshops prepared especially for parents of students in the program. E.S.L. teachers attended workshops three times each term to discuss teaching techniques and materials and see demonstration lessons. All personnel met once a month for departmental meetings. In the program's third year there were two sessions on "How to Teach Writing."

Professional development also occurred outside the school. Different members of the program staff attended conferences such as those sponsored by the National and State Associations of Bilingual Education, by the New York City Office of Bilingual Education, and by Columbia Teachers College: Hispanics in the 80's. They also attended professional meetings such as those of the American Association of Teachers of Spanish and Teachers of English to Speakers of Other Languages (TESOL). The guidance counselor attended conferences on career education.

A third aspect of staff development consisted of university courses. The paraprofessional staff pursued courses leading to associate and baccalaureate degrees while teachers went for a variety of advanced degrees in colleges and universities all over the city.

The project coordinator rated most staff development activities as "somewhat effective" and less than 20 percent of them as "very effective" in terms of the program. The project had intended to conduct a formal needs assessment for staff development but did not accomplish it.

SUPPORTIVE SERVICES

The project served over 250 students each term. The faculty and administration prided themselves on fostering an environment of high expectations for the students including early college preparation and career awareness development.

Most direct support was provided through the guidance office. During the first project year, a counselor and a family assistant were supported by Title VII funds; only the guidance counselor was provided during the last two years. Career and college counseling were the main responsibility of the counselor. She also helped in preparing students for entering the mainstream curriculum, articulated with service agencies in the community on behalf of students needing their assistance, and participated in support system activities for students. The program staff considered guidance services to be a vital part of the successful support system provided to the students.

The counselor scheduled group sessions to explore coping strategies for the problems of adjusting to the social and school systems in the American culture. She moderated a panel discussion about the college experience in which five former Bushwick bilingual students participated. She held private sessions with students and family members to assist with individual behavioral, personal, or family problems. She contacted homes in an effort to find truants.

Part of the support system came from other students. The school has a Peer Tutoring Program and a large number of project students acted as tutors or received assistance in various academic subjects. The other peer group was the Friendship Club run exclusively for project students.

Project personnel also assisted in extracurricular activities involving project students, such as participation in the school's Pan American festival, trips, or talent shows.

PARENTAL INVOLVEMENT

"A Warm Welcome" established a functioning link between program/school and parents during the first year of the project. The coordinator, who was long standing member of the Bushwick community and active in its affairs, was a main asset as was the Title VII family assistant who maintained the program-home linkage. The project organized a program advisory committee, once-a-term workshops on educational topics, and a G.E.D. class.

The level of parent involvement decreased once the project's family assistant position was deleted in the second year. The advisory

committee continued to meet ad hoc as needed and the parent workshops were held with diminished attendance. Through the guidance counselor, parents continued to participate in essential activities such as dealing with special problems of students and deciding with the school on mainstreaming.

AFFECTIVE DOMAIN

The project aimed to foster an environment that would make students feel welcome in the school and eager to make the most of its educational resources. The results would be seen in an attendance rate higher and a dropout rate lower than that of the regular school. It would also show in students' increased awareness of career opportunities.

"Welcome" Factors

The "Warm Welcome" environment began with the Friendship Club where new students were received into the "family." The club originally served as a vehicle for facilitating adjustment to the school experience, but during the next two years it expanded its objectives to include a more varied and structured schedule. As such the club also served to develop leadership in student members. Interviewed club officers expressed enthusiasm and commitment to the club's goals. The school's College Bound program is now considering organizing a friendship club for its own students.

Several project staff had a counseling or human communication orientation and tended naturally to deal with the students from a human relationship perspective. It was a committed staff that "did not look at the clock." The guidance counselor had a load of 250 students (compared to 450 for a regular school counselor). Much of the support

system for the students was based at the guidance office. Career counseling and related field trips were handled there.

Students were coached into extracurricular activities. The project curriculum coordinator (later program coordinator) was also the advisor for the Arista Honor Society in the school and recommended project students to it. Students also joined Aspira and athletic teams.

The 1983 Students

Twenty-six senior students who had been mainstreamed from the bilingual program were followed up through graduation in June 1983. Twenty-three were planning to attend specific colleges (mainly city colleges), one was going to a cosmetology school, and two had obtained employment. The college contingent planned to pursue such majors as architecture, engineering, psychology, business administration, computer science, and secretarial studies. Three of the students ranked among the top ten in the graduating class. The following awards were given to this group at graduation:

4 bilingual medals for achievement;

1 Honors Society scholarship ($100);

2 Honors Society scholarship pins;

1 gold pin for service to the school;

1 reading improvement award;

1 special achievement award;

2 Senior Arista Society school pins.

Of the sixty students in the Arista Honor Society, fifteen were from "A Warm Welcome." Three eleventh graders will be mainstreamed into

the Honors English class for journalism -- a first for the bilingual program. Another eleventh grader received a U.F.T. scholarship. Each week the project entered candidates in the school-wide student of the week contest: several program students won the award.

A large number of project students participated in sports teams. One of the students, a member of the school's wrestling team, became city-wide champion this year. Six project students were sitting on the student governing body of Bushwick High School.

At school awards night on June 15, 1983, "A Warm Welcome" students were honored as follows:

3 awards to students who exemplified the program (one for each grade);

5 awards for improvement in E.S.L.;

3 attendance awards;

1 best school spirit award.

Student Attrition

Many students who left the school either returned to their native country or moved to another neighborhood. Often the school was not notified so that the student could be discharged through normal channels.

Project students were more stable than the mainstream population. The program achieved its greatest stability by the third year when it reported no drop outs. The staff felt that the one-on-one E.S.L. instruction, the supportive services, and the "family" feeling of cohesiveness were contributing factors.

Table 13 presents the number of students leaving the program during each project year and the reasons given for leaving.

TABLE 13

Number of Students Leaving the Program

Reasons for Leaving	Grade 9 Program Year			Grade 10 Program Year			Grade 11 Program Year			Total Program Year		
	1	2	3	1	2	3	1	2	3	1	2	3
Fully Mainstreamed	-	-	1	-	3	-	1	1	3	1	4	4
Transferred to Another Program or Another High School	11	11	6	6	4	-	3	4	1	20	19	7
Returned to Native Country	7	7	1	2	2	-	2	3		11	12	1
Discharged (Reason Unknown)	8	1	-	5	-	1	-	-	1	13	1	2
Truant	4	18	-	-	-	-	-	-	-	4	18	-
Other	12	4	-	12	8	-	7	7	-	30	22	-
Total	42	44	-	25	17	-	13	15	-	80	76	-

- Most students reported leaving the program did so at the ninth-grade level.
- Truancy is evident only at the ninth-grade level.

VI. STUDENT ACHIEVEMENT, ATTENDANCE, AND DROP-OUT RATE

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring the attainment of the first three instructional objectives (see Appendices) was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are computed to represent the gain score, and an index which represents the number of objectives mastered per month is calculated. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 14 present the test results for students

*Board of Education of the City of New York, Division of High Schools, 1978.

who were pre- and post-tested with the same test level during each semester.

Data were missing or incomplete for 134 students in the fall semester and for 75 students in the spring semester. Analysis of CREST data were performed in accordance with revised program objectives of mastering an average of one objective per month for each of the three CREST levels.* Examination of Table 14 reveals that the program objectives were achieved for each of the three CREST levels for the fall semester: Level I students mastered an average of 2.68 objectives per month; Level II students mastered an average of 1.86 per month; and Level III students mastered an average of 1.32 objectives per month.

In the spring semester, program objectives were met for Level I (an average of 1.49 objectives mastered per month) and for Level II (an average of 1.22 objectives per month) students. Level III students mastered less (0.61 objectives) than the program objective of one CREST objective per month average. The failure to attain the objective is in part a function of the high initial standing of this Level III group: over half of the students had initially mastered over 67 percent of the Level III CREST objectives.

The program also proposed that students would demonstrate significant improvement in English writing ability by mastering an average of one objective per month on a teacher-made individual student checklist (see Appendices). Since data for this objective were not available, achievement in this area could not be analyzed.

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*The original objectives, as worded, did not permit statistical analysis.

TABLE 14

Results of the Criterion Referenced English Syntax Test

(Spanish-Speaking Students, Pre- and Post-Tested

on Same Test Level)

Fall

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	19	7.32	14.68	7.37	2.74	2.68
II	18	10.33	15.33	5.00	2.73	1.86
III	10	7.90	11.60	3.70	2.78	1.32
TOTAL	47	8.60	14.28	5.68	2.74	2.07
			Spring			
I	42	8.67	14.02	5.36	3.67	1.49
II	31	13.26	17.84	4.58	3.76	1.22
III	14	8.86	11.00	2.14	3.63	0.61
TOTAL	87	10.33	14.90	4.56	3.70	1.25

*Post-test minus pre-test.

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, (Total Reading, Level 2, Forms A and B). The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures. However, the publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

In accordance with instructional objectives 5, 6, and 7 (see Appendices) data were collected on three levels of the Prueba de Lectura. Pre-test and post-test means and standard deviations are presented in Table 15, for the 147 program students (representing 76.6 percent of the total) who took the exams. In conjunction with the program objectives, statistical tests were performed to determine whether post-test means differed significantly from pre-test means (correlated t-test model was used) for each of the three levels of the test. For each of the three levels, the students as a group scored significantly higher on the post-tests (Table 15), well beyond the targeted 0.05 level.

Another index of improvement, the effect size (E.S.), was computed by dividing the difference between the means by the standard deviation of the differences between pre-test and post-test scores for

each individual. This provides an index of improvement in standard deviation units and a change of 0.5 standard deviation units or higher is generally considered to be a meaningful change. As presented in Table 15, effect size for all levels was extremely large, ranging from 1.37 to 1.61 indicating a substantial improvement for each group on the post-test.

TABLE 15

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on the Prueba de Lectura, Forms A and B, by Test Level

		Pre-Test		Post-Test						
Level	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
I	23	53.17	16.04	71.39	20.97	18.22	.843	7.66	<0.0001	1.59
II	63	60.03	17.82	81.00	21.88	20.96	.723	10.91	<0.0001	1.37
III	61	70.15	23.62	91.7	23.95	21.56	.842	12.58	<0.0001	1.61

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND BUSINESS/VOCATIONAL COURSES

Table 16 presents the passing rates for program students enrolled in mathematics, science, social studies, and business/vocational courses by grade in the fall and spring. Since comparison data for the general school population were unavailable, the data for objective 8 (see Appendices) were analyzed against a minimum requirement that 70 percent of students enrolled should pass the courses in each content area.

In the fall semester, this criterion was achieved for courses in science (79.8 percent passing rate), social studies (74.2 percent), and business/vocational (83.1 percent), but not for mathematics courses (50.4 percent passing rate). In the spring, the criterion was achieved for social studies (74.6 percent passing rate) and business/vocational (90.6 percent) courses, but not for mathematics (56.9 percent) and science (61.2 percent) courses.

TABLE 16

Number of Spanish-Speaking Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a]

Fall

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Mathematics	44	40.9	37	56.8	41	51.2	5	80.0	127	50.4
Science	38	68.4	25	88.0	26	84.6	5	100	94	79.8
Social Studies	43	53.5	37	86.5	46	82.6	6	83.3	132	74.2
Business/Vocational	8	62.5	5	60.0	29	93.5	12	80.0	59	83.1

Spring

Mathematics	44	61.4	44	50.0	39	59.0	3	66.7	130	56.9
Science	26	50.0	36	50.0	29	79.3	7	85.7	98	61.2
Social Studies	42	59.5	42	71.4	52	86.5	6	100	142	74.6
Business/Vocational	17	80.9	36	94.7	40	90.9	13	92.9	117	90.6

[a]Mathematics courses include remedial math, general math, pre-algebra, algebra, geometry, eleventh-year math, computer math, and "other." Science courses include general science, hygiene, biology, and "other." Social studies courses include American culture, economics, American and world history, and world geography. Business and vocational courses include record keeping, typing, art, music, home economics, and "other."

CAREER AWARENESS

Improvement in career awareness was assessed through analysis of pre- and post-test performance on a teacher-made questionnaire. In conjunction with the program objective of obtaining significant improvement, pre- and post-scores were compared, using the correlated t-test model. Table 17 presents the data analysis illustrating that post-test scores were significantly higher ($p<.0001$) than pre-test scores.

TABLE 17

Student Performance on a Teacher-Made Career Awareness Questionnaire

Significance of the Total Score Difference Between Initial and Final Test Scores on a Teacher-Made Career Awareness Questionnaire

	Pre-Test		Post-Test					
N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance
181	13.75	4.49	18.31	3.96	4.56	.686	18.16	<0.0001

STUDENT ATTENDANCE

The average total attendance rate of program students (n=192) is presented and compared with the school-wide attendance rate (n=1,929) in Table 18. Since the attendance rate for program students was included in the school-wide attendance rate, a special procedure was used in computing the usual statistical test for a significant difference between two proportions in evaluating objective 9 (see Appendices). In the z test formula below, p is the attendance rate for program students and P is the expected proportion (the school's attendance rate). Attendance is considered a dichotomous variable as it has the two values "present/absent."

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

As seen Table 18, attendance for program students was significantly greater ($p<.0001$) than the rate of attendance for the entire school population.

DROP-OUT RATE

Program records indicate that none of the program students dropped out during the 1982-83 academic year. Data for the entire school population were unavailable for the comparative analysis.

TABLE 18

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	71	82.97	15.40
10	52	86.75	14.95
11	59	89.66	11.98
12	10	95.7	2.94
TOTAL	192	86.71	14.24

Average School-Wide Attendance Percentage: 65.92

Percentage Difference = 20.79 z = 6.078 p = <.0001

VIII. CONCLUSIONS AND RECOMMENDATIONS

"A Warm Welcome" was a solidly built bilingual/bicultural program whose personnel demonstrated commitment, competence, and sensitivity toward the students it served. The program's emphasis on basic skills development in the native language concurrent with intensive English as a second language offered students an integrated curricular mode which prepared them for entrance into the mainstream. The added career awareness segment with its future potential as an actual course of study in a career sequence opened new vistas for students.

The project produced an integrated core curriculum that worked. Career guidance was incorporated into the core curriculum, but the emphasis was on basic skills. The next step in this sequence will be to incorporate skills needed after graduation more geared to the job market, including computer science. A knowledgeable guidance department, as demonstrated by the "Warm Welcome" experience, would play a vital role.

The instrument for measuring results in the career awareness program needs to be revised to make it reliable. Attention must be paid to the items used, the presentation, and the testing procedures including the circumstances under which the test is administered.

Even when the project staff is experienced and the individual members are continuing their own professional growth, it is important to formulate staff development needs relative to the project itself. A formal needs assessment would be helpful if conducted at the beginning of the project.

Given the many problems that limit parent involvement, the project had encouraging -- if limited -- success in this area. The availability of services to promote and facilitate involvement activities makes sense if this continues to be one of the project's goals.

That project "Warm Welcome" achieved its main objectives is evident in the achievement of its first graduating class. Considering that only a decade ago the majority of LEP students in high school dropped out or barely made general diplomas, the record of the first project graduates is impressive.

VIII. APPENDICES

E. EVALUATION PLAN

• "A Warm Welcome" intends to develop for Bushwick High School an integrated bilingual-bicultural program that may serve as a demonstration center for secondary schools in other parts of New York City, New York State, and the country, especially secondary schools that are concerned with L.E.P. students' meeting new minimum competency requirements and experiencing career exploration, career awareness, career guidance, and career training. To validate the accomplishment of this objective, the following evaluation plan has been developed and will be employed by the program and its evaluator, the Office of Educational Evaluation of the New York City Board of Education.

1. The evaluation plan will consider the project's instructional and training objectives, outlined below:

ONE-YEAR INSTRUCTIONAL OBJECTIVES

Objective #1: As a result of participating in the program, 80% of the students enrolled in E.S.L. 1 and 2 will demonstrate a significant improvement in their reading ability in English by mastering an average of one objective per month of treatment.

a. Instrument: C.R.E.S.T. (Criterion Referenced English Syntax Test), Elementary Level.

b. Data Analysis Procedure: Calculate the number of objectives mastered per month.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

Objective #2: As a result of participating in the program, 80% of the students enrolled in E.S.L. 3 and 4 will demonstrate a significant improvement in their reading ability in English by mastering an average of two objectives per month of treatment.

a. Instrument: C.R.E.S.T. (Intermediate Level).

b. Data Anlysis Procedure: Calculate the number of objectives mastered per month.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

Objective #3: As a result of participating in the program, 80% of the students enrolled in E.S.L. 5 and 6 will demonstrate a significant improvement in their reading ability in English by mastering an average of one objective per month of treatment.

a. Instrument: C.R.E.S.T. (Advanced Level).

b. Data Analysis Procedure: Calculate the number of objectives mastered per month.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

Objective #4: As a result of participating in the program, 80% of the students enrolled in all E.S.L. classes will demonstrate a significant improvement in writing ability in English by mastering an average of one objective per month of treatment on a teacher-made individual student checklist.

a. Instrument: Writing folder for each student containing at least one sample of writing per week and a checklist of objectives appropriate to the level of the E.S.L. class.

b. Data Analysis Procedure: Calculate the number of objectives mastered per month.

c. Time Schedules/Staff Responsibilities: (See time-line chart below.)

Objective #5: As a result of participating in the program, 80% of the students enrolled in N.L.A. 1, 2, 3, and 4 will demonstrate a statistically-significant improvement at the .05 level in Spanish language proficiency.

a. Instrument: Prueba de Lectura, Level One.

b. Data Analysis Procedure: Correlated t-test for significance of the difference between pre-test and post-test raw scores.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

Objective #6: As a result of participating in the program, 80% of the students enrolled in S.N. 5, 6, 7, and 8 will demonstrate a statistically-significant improvement at the .05 level in Spanish language proficiency.

a. Instrument: Prueba de Lectura, Level Two.

b. Data Analysis Procedure: Correlated t-test for significance of the difference between pre-test and post-test raw scores.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

Objective #7: As a result of participating in the program, 80% of the students enrolled in S.N. 9 and 10 will demonstrate a statistically-significant improvement at the .05 level in Spanish language proficiency.

a. Instrument: Prueba de Lectura, Level Three.

b. Data Analysis Procedure: Correlated t-test for significance of the difference between pre-test and post-test raw scores.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

Objective #8: As a result of participating in the program, the students enrolled in all bilingual mathematics, social studies, and science classes will receive passing marks of at least 65% in these subjects at a level that does not differ significantly from the level of non-program students in corresponding mainstream classes.

a. Instrument: Final marks appearing on permanent record cards based on teacher-made Final Examination and final evaluation of performance.

b. Data Analysis Provedure: Test of the difference of two independent proportions.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

Objective #9: As a result of participating in the program, 80% of the students in the program will achieve a higher rate of attendance at school than the rate of attendance for the entire student population of Bushwick High School.

a. Instrument: School's attendance records.

b. Data Analysis Procedure: Test of the difference between two percentages.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

Objective #10: As a result of participating in the program, 75% of the students in the program will demonstrate a significant improvement in career awareness by mastering an average of one objective per month of treatment on a teacher-made questionnaire.

a. Instrument: Teacher-made questionnaire.

b. Data Analysis Procedure: Calculate the number of objectives mastered per month.

c. Time Schedules/Staff Responsibilities: (See time-line chart,below.)

Objective #11: As a result of participating in the program, the students in the program will have a significantly lower dropout rate than the dropout rate for the entire student population of Bushwick High School.

a. Instrument: School's records of discharges.

b. Data Analysis Procedure: Test of the difference between two percentages.

c. Time Schedules/Staff Responsibilities: (See time-line chart, below.)

CURRICULUM DEVELOPMENT ONE-YEAR OBJECTIVES

Objective #12: The program's staff will develop innovative bilingual curriculum materials illustrating a coordinated instructional approach to the "warm" skills of writing, careers, reading, and mathematics.

a. Instrument: A portfolio of these curriculum materials will be kept.